

Project CRISS® for Students II  
**LEARNING To Succeed**

# **TEACHER WRAPAROUND EDITION**

**Introductory Pages and  
Chapter 9**

**With Teacher Notes and Guidelines  
for Strategy Instruction**

Lynn T. Havens



**Project CRISS® for Students II  
LEARNING To Succeed**

**TEACHER**  
**Wraparound Edition**

**With Teacher Notes and Guidelines  
for Strategy Instruction**

**Lynn T. Havens**

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## **Project CRISS® for Students II: LEARNING To Succeed**

*Dedicated to Emma and Hannah  
in hopes that their enthusiastic approach  
to learning will remain with them forever.*

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# TEACHER Manual

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# LEARNING To Succeed

## Foreward

For the past thirty years, Project CRISS has focused on staff development. During that time, CRISS trainers have shared the CRISS principles and strategies with educators in every corner of United States, in Canada, and even in Europe. As teachers involved in Project CRISS, we continually seek ways to help students become engaged and competent learners. We know developing confident learners involves helping them understand, organize, and retain course information. We want our students to have these skills and the confidence to be life-long learners.

In 2004, Lynn Havens and Bonnie Valdes wrote a program for middle school students, *Project CRISS for Students: It's a Brain Thing—Learning how to Learn!* In this program, students experienced the theoretical principles underlying Project CRISS and applied CRISS learning strategies while reading a fascinating book about predators, *Tough Terminators*, by award-winning author Sneed B. Collard III. Given the success of this program, the logical next step in the evolution of Project CRISS was a program for secondary students. And, with these materials, *Project CRISS for Students II: LEARNING To Succeed*, we have broken new ground.

The timing of this high school program is perfect. With the current surge of interest in adolescent literacy and the focus on improving student achievement, *LEARNING To Succeed* fills an important niche. As with the middle school program, students learn critical reading, writing, and studying strategies while reading non-fiction literature. For this curriculum, Sneed Collard has written another engaging and thought-provoking book, *Global Warming: A Personal Guide to Causes and Solutions*, which presents information and critical issues about the environmental changes in our world. The topic of global warming is timely, and students have opportunities while reading this book to develop their own points of view on this often contentious topic.

The teacher and student materials accompanying *Global Warming* contain a series of lessons or learning plans. The focus of these lessons alternates between global warming issues and the Project CRISS principles of learning or what, in *LEARNING To Succeed*, is referred to as the “Keys to Learning.” Students learn through interactive lessons where they explore a variety of strategies organized around the CRISS Framework for Learning. The teacher wraparound edition provides teachers with a clear roadmap for guiding students to a deeper understanding of what it means to be a life-long learner. In addition to learning about global warming and the Keys to Learning, at the end of each chapter, students have an opportunity to reflect on their learning and to apply what they have learned to their other content courses.

In some ways, *LEARNING To Succeed* is as much for teachers as it is for their students. Secondary teachers frequently ask us for sample lessons to teach the theoretical background (Keys to Learning) and the learning strategies comprising Project CRISS. “What does a CRISS lesson look like? How can I make sure students understand and use the CRISS Framework for Learning? How can I help students apply learning strategies on their own?” Questions such as these kept nudging us along until it became clear we had to write a program for high school students. *LEARNING To Succeed* advances CRISS to another level. It provides a series of CRISS Learning Plans that immerse students in the CRISS Framework for Learning as they explore how to apply reading, writing, and studying strategies to content.

Lynn Havens, the author of *Project CRISS for Students II: LEARNING To Succeed* couldn't be better suited to writing this program. She spent a decade as a secondary mathematics and science teacher before becoming the director of Project CRISS. Under her stewardship, CRISS has attained national and international prominence—including being recognized by the U.S. Department of Education's What Works Clearinghouse as a research-based and effective means to increase student achievement.

In addition to writing *LEARNING To Succeed*, Lynn has written the *Project CRISS Reference Guide for Teachers*, *Project CRISS for Parents*, and *Project CRISS for Homeschool Parents*; she co-authored *Project CRISS for Administrators* and *CRISS Cornerstones*; she developed *Project CRISS Classroom Presentation Materials*, a collection of blackline masters and PowerPoint® slides; and she is one of the co-authors of the Project CRISS training manual.

It is with pride and pleasure that we offer *CRISS for Students II: LEARNING To Succeed*. If you have participated in a CRISS workshop, keep your CRISS manual handy as a reference. If you haven't experienced a CRISS workshop yet, these materials may entice you to learn more about how Project CRISS can change the learning lives of students and your own life as a teacher. For more information, see <[www.projectcriss.com](http://www.projectcriss.com)>.

With *LEARNING To Succeed*, challenge students to take what they learn here and apply it to their other classes. Indeed, challenge them to apply it for a whole lifetime.

Carol M. Santa, Ph.D.  
Past President of the International Reading Association  
Developer of Project CRISS and Master Level CRISS Trainer

# LEARNING To Succeed

## Curriculum Components

### Teacher Wraparound Edition

This book is designed to help you guide your students through the reading and learning plans found in the *LEARNING To Succeed (LTS)* Student Learning Guide. In addition to the instructional comments that wrap around the Student Learning Guide pages, you will find additional help at the beginning of each chapter. These pages include:

1. **Instructional Plan**—*explanations of how to introduce and model each strategy in the learning plan.*
2. **Differentiation**—*ways to differentiate the lesson.*
3. **Technology Connections**—*technology connections and applications.*
4. **Professional Learning Teams**—*suggestions for team discussion topics that emphasize the ways to integrate strategy instruction and application across the curriculum.*
5. **Research Opportunities**—*suggestions for additional research.*
6. **PowerPoint Slides**—*thumbnails of slides for quick reference with Instructional Plan notes.*

### Teacher CD-Rom

To support your instruction, you will find a CD-Rom attached to the inside front cover of the Teacher Wraparound Edition. The CD-Rom contains:

- **PowerPoint Slides.** Instructional slides are provided for all of the Frameworks for Learning. Selected slides are reprinted for students, as a reference and reminder, at the end of the Student Learning Guide (SLG) in a section entitled “Strategies at a Glance.” (See pages 99-112 of this manual.)
- **Blackline Masters.** In most of the learning plans, students either write in the SLG or are asked to re-create a strategy format in their notes. In the few cases where they need information or a format not in their guides, those BLMs are provided.
- **CRISS Keys to Learning.** This file includes general information about the Project CRISS Principles and Philosophy as presented in the CRISS professional development Level I workshop and in the Project CRISS training manual. In the LTS materials, the Principles and Philosophy (also called Framework for Learning) have been modified and are called the “Keys to Learning.”

### Student Learning Guide

The Student Learning Guide (SLG) is organized around two types of chapters. Chapters 1, 2, 4, 6, 8, 10, 12, and 14 all relate to the content of the nonfiction book *Global Warming* (see below). Chapters 3, 5, 7, 9, 11, and 13 relate to the six Keys to Learning. All chapters incorporate a modified version of the CRISS Framework for Teaching (Santa, Havens, Franciosi, and Valdes, 2011) to guide instruction. The components of this modified framework are (1) Enduring Understandings, (2) Assessment, (3) the CRISS Framework for Learning (CFL), (4) Content Evaluation, (5) Reflection and Process Conference, and (6) Planning for Learning. For more information about the framework, see the following section which describes the features of this teacher’s guide.

Chapters relating to *Global Warming* and the Keys are presented alternately so the theoretical and practical aspects of learning are intermixed. Each learning plan is designed to be completed in class, and it will last about three class periods. We suggest the only homework for this class should be the application of learning strategies to students’ other classes.

### Nonfiction Trade Book

Award-winning nonfiction and fiction author Sneed B. Collard III wrote *Global Warming: A Personal Guide to Causes and Solutions* specifically as a companion piece for *Project CRISS for Students II, LEARNING To Succeed*. *Global Warming (GW)* is engaging and thought provoking, a piece of literature to get students thinking about their environment and to get them involved with their community. This nonfiction piece is used by students to apply and practice the CRISS principles and strategies they learn. The topics covered in *GW*, global warming, climate change, alternative forms of energy production, transportation, green building, etc. are changing daily, so if time permits, encourage your students to check current media and online resources to discover the latest developments.



# LEARNING To Succeed

## Features of the Teachers’s Guide

### Framework for Teaching

Each chapter in the *LEARNING To Succeed (LTS) Student Learning Guide* is organized around the CRISS Framework for Teaching (Santa, Havens & Valdes, 2004; Santa, Havens, Franciosi & Valdes, 2011), loosely based on backward lesson plan design (Wiggins and McTighe, 2006). This means we always begin with what we want the students to learn, the Enduring Understandings. After identifying *what* we are teaching, we determine the assessment pieces, then our instructional plan. When the instruction is done, we hold a process conference with students and provide time for them to reflect on the lesson. The following information expands on this framework.

#### *Enduring Understandings*

We divide the understandings into “content,” *what* students will learn, and “process,” *how* they will learn. The understandings are “Big Idea” statements that relate to main ideas and major concepts; they are not a list of facts and details. Students read to gain understanding, to answer questions relating to these understandings, and to find evidence and support for their conclusions. In most content classrooms, these understandings will relate to state or national standards and/or district curriculum goals.

#### *Assessments*

These provide the evidence we need to ensure students have mastered the Enduring Understandings. Our assessments are never a surprise, and they always relate to the understandings for that chapter. Once known, students can think about and prepare for these assessments as they learn. (**NOTE:** *To assess students’ knowledge of the content understandings in those chapters relating to Global Warming, we provide one multiple choice question and one short answer prompt. The format of these pieces mimics what is used on many state assessments. Use them to help students prepare for their state tests!*)

#### *The CRISS Framework for Learning (CFL) or four-step instructional piece:*

The CFL is directed by the “Understandings” statements and the assessment pieces. The four steps are:

- ✓ Prepare—what you do before reading, viewing, and listening to get ready for learning
- ✓ Engage—what you do while reading, viewing, and listening to stay attentive and purposeful
- ✓ Organize—how you organize or transform what you learned in a meaningful way
- ✓ Apply—how you use or transform the information in a practical way

After students experience the framework with the LTS materials, our goal is that they will create their own Frameworks for Learning to organize all of their learning tasks. In most cases they won’t be able to control the enduring understandings or the assessments, but they can have control over how they learn from their reading, viewing, or listening learning experiences if they have a plan.

(For more information on the CFL, see pages 7-10 in the Student Learning Guide.)

#### *Content Evaluation*

In this section, which only occurs in the chapters that have learning plans for *Global Warming*, you will find two assessments relating to the content understandings. One assessment is multiple choice, and the other is a prompt for a short, written response.

#### *Reflection and Process Conference*

First, students write about which learning processes used in the CRISS Framework for Learning worked best for them and how those processes relate to the Keys to Learning. Then they discuss their conclusions with other students. During this sharing, they may also explain any strategy adaptations or modifications they used.

## Planning for Learning

Students determine ways to apply the Keys and strategies to their other classes. At first, they just match a strategy with another class and try it out. In later chapters, after they have experienced a number of CRISS Frameworks for Learning (CFL), they are expected to determine where in a CFL they will use one or two of the new strategies or principles they learned. Toward the end of this learning guide, they will be able to create their own complete Framework for Learning to be used in other classes. Throughout this class, samples of these applications are collected and filed in a student *LEARNING To Succeed* portfolio.



In the teacher notes before each chapter and in the wraparound notes, look for this symbol to indicate parts of the CRISS Framework for Learning that may be differentiated. You will find the modifications mostly during the Organize and/or Apply steps of the CFL. The symbol signals ways to differentiate the learning activity to address the needs of struggling learners and/or English language learners (ELL) as well as intermediate and high ability students.

## Technology Connections



When you see the technology connections icon, look for ways to integrate the use of technology into your learning plan. Here are some useful tools:

- Inspiration® Software (create/modify maps and note-taking formats)
- Interactive whiteboards (present and display information)
- Diigo (bookmark, archive, highlight, and add sticky notes to online text)
- SurveyMonkey, SurveyGizmo (survey groups of individuals)
- PhotoStory, PowerPoint®, Scrapblog (design a presentation or exhibit)
- Facebook, Twitter, and other social networking sites (discuss ideas with others)
- Blogs, Google Docs, Google Groups (discuss ideas with others)
- Audacity, MoverMaker, iMovie, YouTube, digital camera, cellphone (create and share videos)

This list is just a sampling of what is available for organizing information, networking, presenting information, and accessing and sharing information online. Use search engines to access these and other online tools.

## Professional Learning Teams



The goal of *LEARNING To Succeed (LTS)* is to create students who are in charge of their own learning. We hope they will learn the Keys to Learning, understand the structure of the CRISS Framework for Learning, and use a variety of learning strategies. However, if they only apply these learning tools in this LTS class, most won't make the critical transfer to the "real world"—learning tasks in and out of school. Although you won't have much control over out-of-school learning, you can control what happens in school. The strength of the CRISS Keys, the CFL, and strategies is that they are used collaboratively across the curriculum and across grade levels. Imagine the difference when students are using the CRISS learning tools in all of their classes. We hope you will continually share what you are doing in this class with the other teachers who work with your students. Students are much more apt to use strategies if their other teachers encourage and accept their applications. To remind you about this dialogue with your colleagues, look for the "PLT" icon.

## Research Opportunities



Because the topic of global warming has so many political and social ramifications, the information about it, its consequences, and solutions are constantly changing. For students to engage in this topic, we encourage them to do research. This is also a great way to have them apply the Keys to Learning and strategies for a legitimate learning purpose. Let students do research on any area of global warming which interests them. In addition, look for the "research" icon with suggested topics.

# LEARNING To Succeed

## Suggestions to Ensure Success

- The *LEARNING To Succeed* (LTS) curriculum is very flexible. Chapters may be omitted, but we encourage you to use all of the chapters which relate to the Keys for Learning. Each lesson (chapter) lasts approximately three days. Additional time may be spent having students apply what they have learned to their other classes.
- The learning plans are designed to be done in class—not as homework! The only “homework” students should have with this class is applying learning strategies to their other classes.
- Integrate this program with other reading initiatives in your school or district to meet the needs of your students. Components such as reading aloud to your students and providing your students with appropriately matched materials for independent reading are essential.
- Have your students apply the CRISS philosophy (Keys to Learning) and strategies in all of their content classes. Allow some of your class time for this application, and collect samples in student portfolios.
- Give your students the opportunity to share with the whole class examples of how they apply the learning strategies in other classes.
- Assign your students the responsibility of furthering their understanding of global warming (and other ways in which humans impact their environment) by doing additional research and by reporting on their findings. This is especially important because the problems and solutions relating to these issues are continually changing. Challenge your students to find and critically evaluate the most up-to-date information.
- Attend a CRISS workshop to familiarize yourself with the CRISS philosophy and strategies. Check the CRISS Web site at <[www.projectcriss.com](http://www.projectcriss.com)> for more information. Workshop participants receive a 300+ page manual which has chapters on research-based learning strategies for discussion, note taking, writing, and vocabulary comprehension; explanations of the CRISS Frameworks for Teaching and Learning; model learning plans; teacher research projects; and assessment. Parts of this book have been modified and included in this teacher’s guide. Because of the importance of teacher collaboration and support of CRISS applications across the curriculum, encourage other teachers in your building or learning team to attend the workshop.
- After attending a CRISS workshop, refer to the CRISS manual as a professional resource to help you better enhance your students’ learning and network with other CRISS-trained teachers in your school to coordinate strategic instruction across grade levels and curricular areas.
- Be aware of the Reading Standards for Informational Text addressed in this Teacher Wraparound Edition (see page T-9) and share them with your students.

*The last and most important thing  
is to have fun using the LTS materials  
with your students!*

# LEARNING To Succeed

## Tips for Teaching

Reflection is a critical ingredient of both teaching and learning. Opportunities for student reflection are built into each chapter (Reflection and Process Conference), plus we provide the Framework for Learning Inventory (BLM 2) to assess student use of the Keys to Learning and strategies. For you to assess your application of the Keys and strategies, we provide the Framework for Teaching Inventory (BLM 1). Please complete this inventory before starting this course, and then complete it again each time you are prompted to have students complete their inventories. Notice that items 4-15 on both inventories cover the same areas of the Framework for Learning. Comparing your responses to those of your students will enable you to relate your teaching of the components to your students' usage. We encourage you to use these tools in all of the courses you teach, not just this one.

### Before starting each chapter . . .

1. Read through the student text and all of the teacher notes. This will help you understand the flow of the CRISS Framework for Learning (CFL).
2. If you are not familiar with the strategies used in the CFL, read the Chapter Notes before the chapter. Page references are included in the teacher wraparound notes.
3. Review the PowerPoint® slides and blackline masters, if any. Make copies of handouts.
4. Get the necessary supplies lined up for the chapter (sticky notes, flip chart paper, markers, 3”x 5” cards, etc.).
5. With your students, review (1) the Enduring Understandings—both the *content*, what they will learn, and *process*, what strategies or Keys to Learning they will use. These will focus the CRISS Framework for Learning; (2) the Assessment—we provide several evaluation pieces that occur both during (formative) and after (summative) the learning plan; and (3) the four steps of the CRISS Framework for Learning.

### While teaching the chapter . . .

6. Use the directions found in the Chapter Notes at the beginning of each chapter and in the wraparound notes within the chapter. Frequently, instructional steps and/or adaptations of strategy implementation are provided directly to students in the Student Learning Guide.
7. Remember to thoroughly model how to apply each strategy. Give students opportunities to model their successful applications, too.
8. In the chapters relating to *Global Warming*, encourage students to do additional research on the topics included in the chapter. Because information on global warming, climate change, transportation, green building, and other topics is changing rapidly, information in the book may be out of date. Students may want to revisit sites listed in the “References” section (pages 48-55 of *Global Warming*).
9. Have students share and discuss their writing and note-taking entries.

### After teaching the chapter . . .

10. Provide time for students to apply the strategies they learned to their other classes. Have them bring successful applications to class.
11. Share students' applications and then have students place them in their *LEARNING To Succeed* portfolios.

# LEARNING To Succeed

## Benefits

### Flexibility

This program is very flexible. Most chapters are independent learning plans and can be used in any order, or they can be used individually to introduce students to particular strategies. Although we designed *Project CRISS for Students II: LEARNING To Succeed* to be a 9-week curriculum, it can easily be used over a shorter period of time by omitting some of the chapters or over a longer period of time by providing time for students to apply learned strategies to other classes, for students to develop their own Frameworks for Learning, for students to research and present information to the class, and/or for students to complete a community project relating to climate change. When shortening the curriculum, we recommend including the chapters that relate to the Keys to Learning along with other chapters of your choice.

For high schools that have a semester or year-long freshman academy or advisory type of class, we advocate including all or at least parts of *Learning To Succeed* as a learning strategies component of that curriculum.

### Strategy Applications

In most cases, study skills classes stand alone; students learn strategies and practice them with worksheets. There is no transfer to their other classes. A key to the success of this program is providing class time for students to apply the principles and strategies to their other classes. Students must have opportunities to transfer what they learn in this class to the “real world” if that learning is to have any meaning. Let other teachers in your building know what strategies you are teaching, so they can provide opportunities for their students to use those strategies. If teachers in your building have not received CRISS Level I professional development training, we highly recommend it so students’ application of strategies can be supported in all classrooms. When students are applying and adapting strategies across the curriculum, they have truly learned how to learn.

### Common Language

One of the strengths of Project CRISS is that it provides a common language for learning across the curriculum and across grade levels. We hope you will encourage both your students and your teacher colleagues to talk about the CRISS strategies and, more importantly, the Project CRISS Principles or Keys to Learning. These process conferences need to occur if student ownership of strategies is the goal.

### Assessment

For each chapter, you will find a collection of assessment tools for formative, summative, reflection, and application purposes. In addition, on the accompanying CD-Rom, we have included blackline masters to assess both teacher application of CRISS principles and strategies (BLM 1, Framework for Teaching Inventory) and student growth (BLM 2, Framework for Learning Inventory). Items on 4-15 on these two inventories assess the same components of the Framework for Learning. This will enable you to assess your teaching of the components as it relates to your students’ usage. We encourage you to use these inventories several times throughout this course. Reminders for three applications (before the course starts, in the middle, and at the end) are provided in this teacher’s guide. We encourage you to use these assessment tools in all of the courses you teach.



# LEARNING To Succeed

## Equipment and Supplies

- Computer with (1) interactive whiteboard or (2) projection unit and screen or equivalent
- Folders (one for each student) to hold samples of strategy applications from other classes and/or digital portfolios for scanned images and electronic copies. These will be their *LEARNING To Succeed* portfolios.
- Flip chart paper (or rolls of newsprint)
- Colored markers
- Highlighters
- Tape
- Sticky notes
- 3” x 5” cards (for Magnet Summaries, 3-5 per student)
- Scissors
- Scratch paper

## Reading Standards for Informational Text

*The following list is copied from the Common Core State Standards Initiative, English Language Arts Standards, grades 9-10. All of these standards have been addressed in this program.*

### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
2. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
3. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

1. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

# 9 CHAPTER NOTES

## Learning Plan for Key #4—PURPOSE SETTING

### INSTRUCTIONAL PLAN

#### MATERIALS:

- PowerPoint Slides for Chapter 9 (Pages 61E and 61F)
- The Purpose Setting poster created during Chapter 1 (This will be used during the “Prepare” step.)



#### **PREPARE:** *Review Classroom Poster*

Follow the Teacher Notes found on page 62.



#### **ENGAGE:** *Read-and-Say-Something (3 PowerPoint slides)*

This strategy was introduced in Chapter 1. To review the process, refer to the guidelines on page 5C. (Slides 2-4)



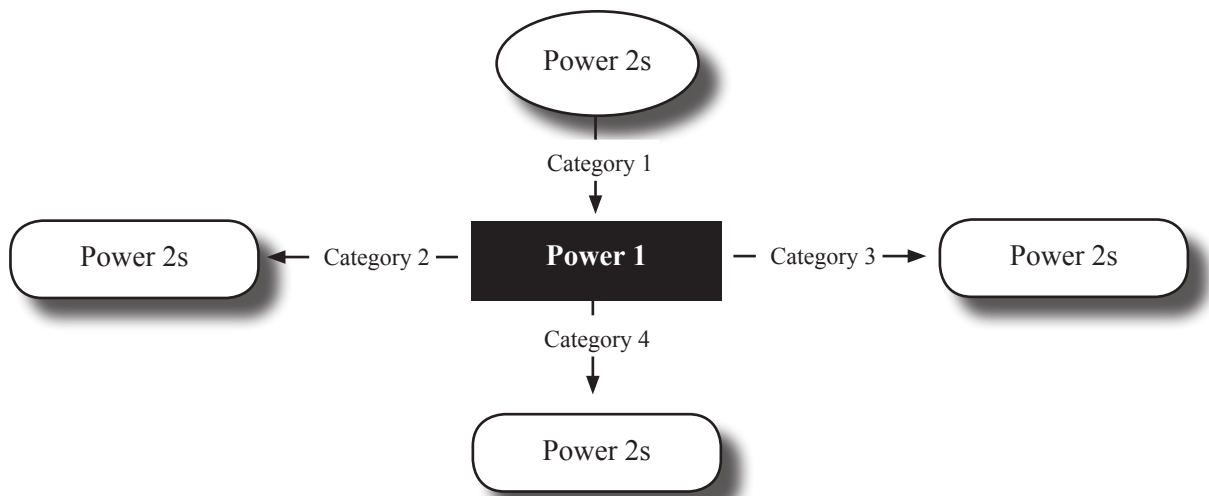
#### **ORGANIZE:** *Concept Map (3 PowerPoint slides)*

Through Concept Maps (Santa, Havens & Valdes, 2004; Santa, Havens, Franciosi & Valdes, 2011), concrete representations of the relationships among ideas, readers organize super-ordinate and subordinate components of a concept. Students find Concept Maps useful before, during, and after reading and as a procedure for organizing and remembering information. Maps work particularly well with materials lacking cohesive structure wherein the relationship of main ideas to details is difficult to determine. They also work as an excellent summarizing procedure in conjunction with other strategies such as K-W-L and Two-Column Notes.

#### Introduction, Modeling and Reflection

1. Use slides 5 and 6 to introduce Concept Maps.
2. On an interactive whiteboard or transparency, write a word or concept (Power 1 idea) about which you want your students to learn.
3. Open discussion with a brainstorming session in which students share all the information (Power 3s) they know or think they know about the concept. For modeling, use the Key to Learning of Background Knowledge. Write the brainstormed information on an overhead or an interactive whiteboard and then group the information into categories. These may be similar to the categories provided on page 62. Use the categorized information to

create a Concept Map similar to the following:



4. This format can be used to create both Pre-Reading and Post-Reading Maps.
5. When students create Concept Maps based on information they have read, let them know they may be able to determine the categories of information by using Author’s Craft. The Concept Map provided for students in the “Organize” step of their learning plan directly corresponds to the four headings used in the text.
6. Have students complete the map on page 62 (or a similar one created in their notebooks) by putting bulleted information in the boxes. As with most types of note taking, discourage complete sentences.
7. Finally, have students use their maps to write a summary about what they have learned. In the “Apply” step of this lesson, students will write using a One-Sentence Summary Frame.
8. Reflection Prompt: *How can Concept Maps help you organize for learning and writing? How did you use the Keys to Learning while creating a Concept Map?* (Slide 7)

**✓ APPLY: One-Sentence Summary—Sequence (3 PowerPoint slides)**

One-Sentence Summaries (Santa, Havens & Valdes, 2004; Santa, Havens, Franciosi & Valdes, 2011) guarantee active student participation and provide excellent feedback for teachers. These brief writings clearly indicate a student’s level of understanding. One-Sentence Summaries are typically used to encapsulate essential ideas or the big understandings from a reading selection, lecture, or video. To encourage brevity, ask students to write their summaries on 3 x 5 cards or place a limit on the number of words a student can use.

One way to aid students as they write One-Sentence Summaries of content is to provide them with frames for common text structures—see the following table.

One-Sentence Summary Frame for Sequence
_____ begins with . . . , continues with . . . , and ends with . . . .


*(Note: When a space is underlined, students fill it in with a word or two. When the frame uses an ellipsis (“ . . . ”), students write until their ideas are complete—any number of words.)*

## Introduction, Modeling, and Reflection

1. Use slides 8 and 9 to introduce Sequence One-Sentence Summaries.
2. To model, show a Sequence Chart similar to the following on an interactive whiteboard, transparency, or poster so students can see it. Start by picking a topic, such as brushing teeth (example provided), eating an orange, last weekend’s athletic event/game, or summarizing a current movie or book—something about which students already have background knowledge. Write the topic in the first column and have students brainstorm information into the other three columns. Sometimes it’s helpful to complete columns two and four first and then ask students what critical facts or information bridge the gap between those two columns. This usually cuts down on too many frivolous details in the third column.

Identify the topic to be summarized.	Tell how it begins.	Tell what’s in the middle.	Tell how it ends.
<i>Brushing teeth</i>	<i>Get the brush wet and then spread toothpaste on the bristles of the brush.</i>	<i>Put the brush in your mouth and brush the insides and outsides of all teeth, both top and bottom. Brush for about two minutes.</i>	<i>Spit out the foamy toothpaste and then rinse your mouth several times with water until you don’t taste the toothpaste any more.</i>

**Sentence:** When you brush your teeth, **start by** getting your toothbrush wet and covering the bristles with toothpaste, **next**, brush all sides of your top and bottom teeth and continue for at least two minutes, **finally**, spit out the toothpaste and rinse several times with water until all the toothpaste is out of your mouth. (Note: The topic is underlined. The modified frame is in bold type.)

3. Using the information in the chart, model a sentence or two. Make sure to show students how the frame: “\_\_\_\_\_ begins with . . . , continues with . . . , and ends with . . . .” can be modified and the words changed to fit the topic. Have students create some One-Sentence Summaries over a similar topic.
4. Next, have students complete the sequencing chart and write a One-Sentence Summary as directed in the learning guide, page 63. See differentiation guidelines, below. 
5. Reflection Prompts: *How did the frame help you organize your ideas? How did you modify the frame so it worked better for you? How did summarizing help you learn?* (Slide 10)



In the “Apply” step, the One-Sentence Summary—Sequence may be differentiated in the following ways.

- **High ability:** These students will be able to complete both the chart and the sentence independently. It’s fine if they want to modify the writing frame and/or not use it at all—both options are acceptable. If they are comfortable working with the struggling learners and/or ELL students, set up some pairings. As they talk through the process (as you did during the modeling stage), they will reinforce the content and process for themselves as well as for the other student.
- **Intermediate ability:** Pair these students together to complete the pre-writing chart. Make sure to monitor their progress and offer help if needed. They may consult during the writing phase, but let them know you expect two unique One-Sentence Summaries.

- Struggling learners and/or ELL: Work with small groups of students to help them record information in the chart and/or provide these students with a completed or partially completed chart. Then, allow student pairs to work together to create the One-Sentence Summary. As an alternative, these students can be grouped with high ability students who are willing to help them complete the frame and written One-Sentence Summary.

### Professional Learning Teams



This is a good time to meet with your team to talk about the importance of providing students with clear purposes (in student-friendly language). These should be posted in the room where students can easily see them. Let teachers know that your students may ask them to clarify the purpose statements if they don't understand them. Urge team members to address these questions with patience! Share some of the "Enduring Understandings" from the Student Learning Guide as models of purpose setting statements in student-friendly language. If classroom materials provide *good* purpose statements, remind teachers to share this part of the author's craft with their students. If a teacher does not want students to use the author's goals and objectives, this also needs to be made clear to students.



## CRISS LEARNING PLAN FOR CHAPTER 9

- Prepare:** Review Classroom Poster
- Engage:** Read-and-Say-Something
- Organize:** Concept Map
- Apply:** One-Sentence Summary—Sequence

## READ-AND-SAY-SOMETHING General Information

- Students work in groups and choose a leader.
- Leader is time keeper and makes sure all members read and “say something.”
- Leader reads aloud the first section.
- Person to the right of the leader makes a comment or asks a question related to the section read.
- Other people in the group add comments, answer or ask questions.
- Person to the right of the leader reads the next section, and the process continues.

### Slide 1

### Slide 2

## READ-AND-SAY-SOMETHING Purposes

You and your group will determine and record a purpose for reading. (*Hint: Use the Enduring Understandings for guidance, but use your own words!*) Make sure your responses relate to this purpose.

## READ-AND-SAY-SOMETHING Reflection

- How did determining your own purposes for learning work for your group?
- How were you actively engaged?
- Did it help you monitor your understanding?
- Did you use any “fix-up” strategies, such as rereading or reading ahead, to answer group questions?

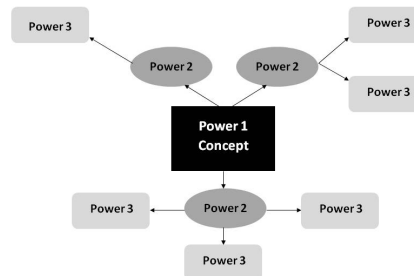
### Slide 3

### Slide 4

## CONCEPT MAP General Information

- Shows the relationships among ideas.
- May be used *before, during, or after* reading, viewing, or participating in a learning activity.
- Relates (usually) to the author’s craft—in its design and structure.
- May incorporate Power Thinking.

## CONCEPT MAP General Information



### Slide 5

### Slide 6

## CONCEPT MAP Reflection

- How can Concept Maps help you organize for learning and writing?
- How did you use the Keys to Learning while creating a Concept Map?

## ONE-SENTENCE SUMMARY ~ SEQUENCE General Information

Prepare to write a “Sequence” One-Sentence Summary by completing the One-Sentence Summary Chart.

Identify the topic to be summarized.	Tell what it begins with.	Tell what’s in the middle.	Tell what it ends with.

### Slide 7

### Slide 8

PowerPoint  
Slides for  
Chapter

9

## ONE-SENTENCE SUMMARY ~ SEQUENCE

General Information—*Continued*

Using the information in your chart, write a “Sequence” One-Sentence Summary by completing the following One-Sentence Summary Frame.

\_\_\_\_\_ *begins with . . . , continues with . . . ,  
and ends with . . .*

## ONE-SENTENCE SUMMARY ~ SEQUENCE

Reflection

- How did the frame help you organize your ideas?
- Did you modify the frame so it worked better for you? How?
- How does summarizing help you learn?

Slide 9

Slide 10

PowerPoint  
Slides for  
Chapter

9

# 9 CHAPTER

Before starting this chapter, review the Enduring Understandings, the Assessment, and the CRISS Framework for Learning so students are aware of the purposes for learning, the expectations for successfully completing the chapter, and the strategies they will be using.

## Learning Plan for Key #4 PURPOSE SETTING

### Enduring Understandings

**Content:** Successful learning needs to be purposeful. Knowing the purpose will help you focus on appropriate background knowledge, guide note-taking choices, and direct metacognitive processes.

**Process:** You will understand how to determine and use a purpose for learning in order to be metacognitive and more successful with learning tasks.

### Assessment

- (1) Participation in all four parts of the Framework for Learning.
- (2) Completion of the Concept Map and the One-Sentence Summary.
- (3) Participation in the process conference relating to purpose setting.
- (4) Application of purpose setting in other classes (additions to portfolio).

### CRISS Framework for Learning

- Prepare:** Review classroom poster  
**Engage:** Read-and-Say-Something  
**Organize:** Concept Map  
**Apply:** One-Sentence Summary—Sequence

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### NOTES

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1

Before students look at the poster, point out the “Enduring Understandings” at the beginning of this and all of the other chapters. Let students know that their purpose for learning in this class will always be to successfully obtain the Enduring Understandings. Next, have them look at the poster they created that relates to purpose setting. Record any student questions and see if the questions can be answered by the end of this chapter.

2

Use the guidelines for Read-and-Say-Something on page 5C.

3

In the previous “Engage” steps, we provided the purpose. Starting with this chapter, we let student groups determine their purposes for reading and responding. Encourage students to use the Enduring Understandings, but they must change them into their own words and write them down. Changing the Understandings from statements to questions is one way to foster the use of students’ own words. For example, a question based on the Content Understanding might be: How does purpose setting relate to metacognition? Before they start reading, have several groups share the purpose(s) or questions they recorded.

### Prepare: *Review classroom poster* 1



Before starting this chapter, review the poster your class created that relates to Purpose Setting. Do you have questions about the concept?

### Engage: *Read-and-Say-Something (RaSS)* 2



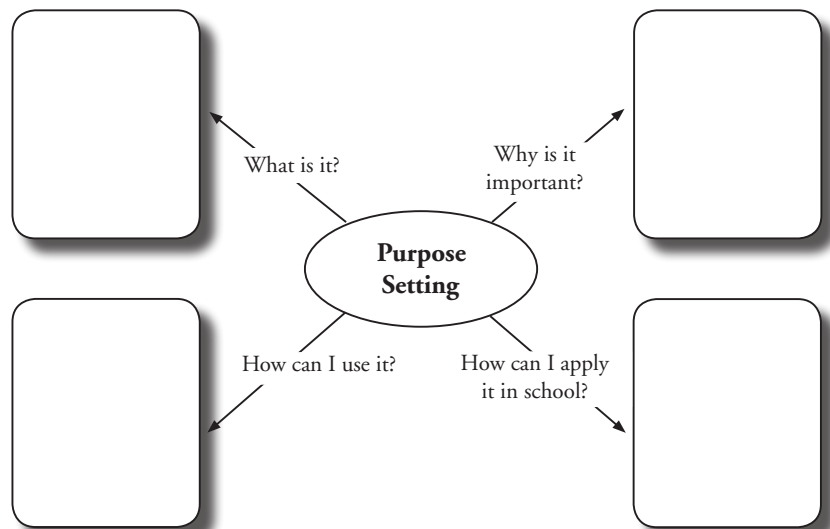
3

In groups of three or four, following the RaSS guidelines provided by your teacher, read all four sections relating to purpose setting, one paragraph at a time. Before you start, you and your group will determine a purpose for reading. (*Hint: Use the Enduring Understandings for guidance, but use your own words!*) Make sure your responses relate to this purpose. Record in your notebook any notes or questions that arise as your group reads and comments. 4

### Organize: *Concept Map* 5



Using the information you read in the four sections relating to purpose setting, complete the following Concept Map or create and complete a similar Concept Map in your own notebook. 6



62

4

Walk around the room as students are doing RaSS. Listen to comments and ask groups to share their comments at the end of this activity if you think the comments are particularly relevant. (Note: At the end of the first paragraph in the section “How can I implement Purpose Setting as I learn?” we suggest that if students don’t know the purpose, they ask their teacher. You might spend some time talking about appropriate ways to ask this question, so teachers aren’t offended by “Why are we doing *this*?”)

5

Use the guidelines for Concept Map on pages 61A and 61B.

6

Determine whether you want students to work independently on the Map or in pairs or small groups. You can use this determination as a means of differentiation.

Apply: *One-Sentence Summary—Sequence* 7

- ✓ Complete the following chart, or one you have created in your notebook, to brainstorm information you will use when explaining how you apply purpose setting to help you learn. 8

Identify the topic being summarized.	Tell what you do <i>before</i> reading or beginning a learning activity.	Tell what you do <i>while</i> reading or learning.	Tell what you do <i>after</i> reading or after the learning activity.
Using purpose setting to help me learn			

Using the information you brainstormed, add information to the following Sequence Frame to complete the sentence. If necessary, you may expand the frame to two or three sentences.

**Sequence Frame:** (Topic) begins with . . . , continues with . . . , and ends with . . . .

(NOTE: You may change the words of the frame to fit your ideas and/or your style. For example, “To incorporate purpose setting, I first . . . , next . . . , and finally . . . .” would also work to frame a *sequence* One-Sentence Summary.) 9

Write your sentence in the following space or in your notebook.

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63

7

Use the guidelines for One-Sentence Summaries on pages 61B and 61C.

8

Differentiation 

Refer to Chapter Notes (pages 61C and 61D), and follow the guidelines.

9

Make sure students understand that this is a process with a beginning, middle, and end. If they change the wording, it must still represent a sequence.

## NOTES

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**What is PURPOSE SETTING ?**

Purpose setting relates to the *why* of learning and usually translates into an ability, skill, or knowledge you will gain as you participate in learning activities within a class. For example, in science your teacher might say, “After completing this lab, you will understand what causes solar and lunar eclipses and how they are similar and different.” That information sets a purpose for the lab activity and will be critical to your learning. This can be especially true in science where you frequently work with models rather than the “real” thing. That is, in this lab you may be working with balls of different sizes, an office chair that swivels, and a flashlight. Without knowing the purpose you may successfully complete all parts the lab and yet totally fail the learning experience because you were not relating the model to the real thing and to your purpose. So purpose setting keeps you focused on the importance of the learning activity and guides you to a successful outcome.

**Why is PURPOSE SETTING important ?**

Having a purpose will help you be metacognitive, and it will help you determine if you truly understand what you “learned.” Let’s say you participated in the lab activity described above—you wrote up your report and turned it in. You completed the task, but were you a successful learner? Remember, the metacognitive learner pays attention to the purpose of the lab and so does his *brain monitor*. Keeping the purpose in mind, the monitor asks “How does this lab relate to eclipses?” “Is this part related to a solar eclipse or a lunar eclipse?” “Do you understand what causes solar and lunar eclipses?” “In what ways are the two eclipses similar and different?” The monitor’s questions relate directly to the purpose to make sure learning is happening. If you encounter a clunk during the lab, just as with your reading and listening, you need to apply fix-up strategies. Clunks without fix-up strategies mean that learning is not happening. So knowing the purpose of the learning activity will help you monitor your understanding. Once you monitor your understanding, you can correct clunks and be assured that you are meeting the purpose of the assignment.

**How can I implement PURPOSE SETTING as I learn ?**

An important step in successful learning from reading, lectures, labs, field trips, hands-on activities, and videos is setting a purpose. In most classes, your teachers will provide you with the purpose for an assignment. They may write it on the board, hand it out, tell you, or even have the class determine the purpose for the day or activity. If you are not sure about the purpose, ask your teacher, and then make sure you record the purpose in your assignment notebook.

If you find yourself in a situation where the purpose is not provided for you, you may have to depend on the author of the materials you are reading. First, look for the features the author provides by skimming through the materials before carefully reading. Here are some things to do:

- Check to see if the author explicitly provides a purpose or goals for reading. These may be in a box, bulleted, or in the margin at the beginning of a section of text.

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## NOTES

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- For a chapter or section of text, read the first and last paragraphs. These may provide an overview or summary of the main ideas to be presented.
- Change headings into purpose setting questions. For example, in an algebra text a heading is “Identify Arithmetic Sequences.” Ask yourself, “What do I have to know or do in order to determine that a sequence is arithmetic?” In the section “Water and Diffusion” of a biology textbook, one of the headings is “Water expands when it freezes.” Purpose setting questions could be, “Why does water expand when it freezes?” and “How is this feature of water important to living organisms?”
- Look for words and ideas to be repeated. To emphasize important information, authors often repeat it and elaborate on it, so the term or name is found numerous times. In most social studies books, you will find references to lots of people, but for those individuals who are most important, authors will mention them over and over again. Once you identify these words, create purpose setting questions, “Who was Abraham Lincoln? How did he impact the lives of Americans? What lessons can I learn from him?” or “What is symbolism? Why do authors use it? How can I incorporate it in my writing?”
- In cases where you are directing your own learning, such as a research project, set *your* purposes before reading. For example, if your topic is one of the battles during World War II, you might set up several purposes: (1) Who was involved? (2) Who were the leaders and were there other individuals who played a major role? (3) Were there non-military elements, such as weather or geography that played a role in the outcome? (4) What was the outcome and what impact did the outcome have on the war as a whole? (5) Other interesting information. Have a sheet of paper for each area of research. You can then skim resources looking just for your personal topics. Once found, you record the information on the appropriate sheet(s) of paper.

As you progress through a learning activity or assignment, refer to the purpose often, and use it to create monitoring questions similar to those in the preceding section “Why is Purpose Setting important?” These monitoring questions will help you check for clunks. If you find any, you must fix them before moving on or learning won’t happen.

### How can I apply PURPOSE SETTING to help me learn in school ?

A critical step you need to take as a pro-active reader is to determine how each of your teachers sets purposes or goals for learning. Record this information in your notebook. If your teacher writes out the purpose, where is it in the classroom? Some clue words that teachers may use in place of “purpose” are:

- |                           |                       |
|---------------------------|-----------------------|
| • Enduring Understandings | • Objectives          |
| • Essential Questions     | • Benchmarks          |
| • Goals                   | • Essential Learnings |
| • Target                  | • Main Ideas          |
| • Standards               | • Key Ideas           |

## NOTES

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10

Walk around while students are writing, and identify comments that are thoughtful and perceptive, those that could be helpful to other students. Alert the students who wrote the comments that you will ask them to read their reflections once the conference begins. When students have completed recording their thoughts about purpose setting, start the conference. If students generated any questions in the “Prepare” step, see if they can answer them now.

You may find your teacher only *tells* you the purpose of an assignment and does not post it someplace in the room. For some classes or for some assignments, your teachers may direct you to your classroom materials. The purpose for reading the text may be provided by the author of the text. If that’s the case, make sure to write in your notebook how the text author sets purposes for reading (Author’s Craft).

Once you have determined how each teacher (and/or author) sets purposes for learning, you must use the purposes to monitor your progress throughout the learning activity/assignment. The purposes will help you check for clunks that need to be fixed and turn you into an effective metacognitive learner.

### Reflection and Process Conference

In the following space or in your notebook, write down three things you learned about determining and using a purpose to help you learn. Then, when prompted by your teacher, discuss these ideas with your class. Remember, your participation in this discussion is part of your assessment.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10

### NOTES

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## Planning for Learning

Think about the importance of knowing the purpose for learning when you are reading or doing another learning task. Write out, below or in your notebook, how you can determine the purposes in your different classes—be specific. Check out your classrooms. Does your teacher post the purpose, goals, benchmarks, standards, etc. (there are lots of “teacher” words for this!) in the classroom? Where? Do some of your class materials state the purpose for learning? It’s pretty hard to hit a target if you don’t know what it is. Remember, it’s okay to ask your teachers for specifics. **11**

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After consciously working on determining and using the purpose for learning as you indicated in your reflection, pick two applications to add to your *LEARNING To Succeed* portfolio.

**12****13****11**

Using at least two of the strategies from this chapter, have students record three or more possible application ideas. Assign a date by which students need to have the artifacts in their portfolios.

**12**

Professional Learning Teams 

Refer to Chapter Notes (page 61D), and follow the guidelines.

**13**

Before moving on to the next chapter, return to the Introduction (pages 1-4) where the students were asked to examine (1) how and where they learn, (2) the materials and tools they need to learn, and (3) how they organize for learning. Walk through the Introduction with your students and have them evaluate how they are doing. How have they improved their learning situation since you last checked with them? Let students share positive changes and plan for additional improvements. Check with them again as needed.

## NOTES

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